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needs not only of the small school community, but also of other institutions, and of individuals who are victims of the present social order. The school authorities felt that the educative results of the plan justified the task of rearranging programs.

THE STUDY OF CURRENT INTERESTS IN THE HIGH SCHOOL

The school believes that high school children need as vivid, accurate knowledge as is possible of the affairs and events of the world. For the last two years an experiment has been carried on in the high school for the purpose of enabling all the pupils to have one period a week for a more complete discussion of current events than can be made by casual reference in occasional classes. Six groups were organized to study current problems, and the pupils elected their groups according to their interests. There are groups in current events, in political and industrial science, in music, in art and in current literature. There has been some outcome of the work in morning exercises. Some high school boys, who met weekly in a current events group, were interested and somewhat bewildered by the extravagant contradiction and accusations which were made in discussions of the Russian situation. With the help of the faculty leader, these boys examined much of the literature that had been issued by friends and enemies of the Soviet government. In a morning exercise, they presented the result of their work to the school, giving, without partisanship, an outline of the Russian form of government, and the arguments advanced for and against it. The result to the school was of course not measurable, but surely it is healthy for the children to hear from their comrades clear, fair, illuminating discussion of a topic usually befogged by prejudice and misunderstanding. The art group has planned an exercise to illustrate the tendencies shown in the work of modern American artists. The music group is collecting material from a number of magazine articles on the subject of war-time music. They discussed community singing and other points of current interest in music, especially the perennial and ever-burning question, "what is good music?" The natural science group has made excursions into the park to study the flora of the neighborhood. In the article on *Adaptation in the Content of High School Science*, in this volume, the work of the industrial science group is discussed. Many of the groups have not given morning exercises, but it is the object of this work, done in school time and included in every child's pro-

gram, not only to contribute to the child's knowledge, but to quicken and intensify his interest in the life of the world at this stirring and complex time.

INDIVIDUALITY RECORDS

How are we to know the needs and capacities of the child, if there is no means of recording them from year to year as he passes through the school? Dr. Adolph Meyer, of Johns Hopkins University, in an address which he gave in Chicago two years ago, urged that teachers work out a system of school records which "should give more and more a knowledge of the individual child, and home, and gang, and other factors in environment." The need for such records has surely been felt by all teachers who, in planning their course of study, try to adapt it to the needs and capacities of the individual child.

For two years a committee of the faculty of this school has been trying to design a set of record cards which will be economical of time and at the same time not too meager in information to be useful, and which will give the salient facts of each child's environment, special powers and weaknesses, interests, and activities. Uniform with these cards are the physical records of the pupils and the records of their academic standing. When a child passes from one grade to the next, his cards go to the new teacher, who has consequently some knowledge upon which to begin the year's work.

A tentative set of cards was drawn up and copies were sent to Dr. G. Stanley Hall, of Clark University; Dr. Adolph Meyer, of Johns Hopkins University; Dr. Frank M. McMurry, of Teachers' College, Columbia University; Dr. William Healy, of the Judge Baker Foundation of Boston, and Mrs. Helen T. Woolley, of the Vocational Bureau of the Cincinnati Public Schools. The criticisms and suggestions of these people were of great help to the committee in revising the cards for trial in the school.

Since the cards are being used for the first time this year, and will probably need some changes before the system can become permanent, it is impossible at this time to make any real report concerning them. Mention is made of them here, because they represent an effort at helping teachers to know the children more intimately and to adapt the curriculum to their individual needs.